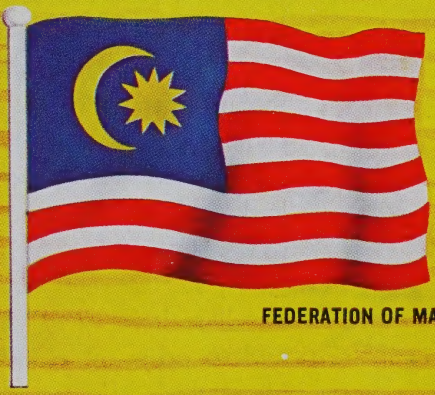
CANADA

INDIA

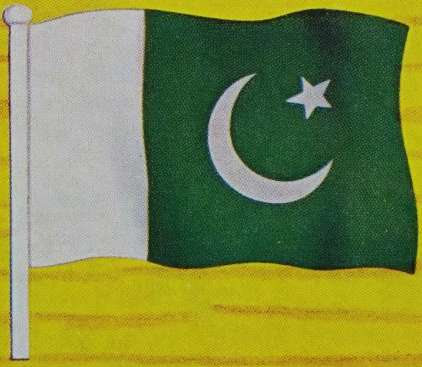


FEDERATION OF MALAYA

COMMONWEALTH NATIONS OF THE EAST

COMMONWEALTH DAY · MAY 19 · 1961

CEYLON



PAKISTAN

UNITED KINGDOM

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THE MINISTER'S MESSAGE

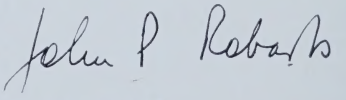
We celebrate Commonwealth Day in the schools of Ontario to remind ourselves of the family of nations to which Canada is proud to belong.

As the children in a family grow up, they expect to make their own decisions and to live their own lives. Even when free to do as they please, most young people are guided by what they have learned from their parents.

In one sense this is the story of the Commonwealth. As member nations of the British Empire came of age most of them chose to remain in the new family association they called the Commonwealth. In deciding how they would govern themselves, leaders of the new nations borrowed many ideas from the Mother of Parliaments.

The concepts of British justice and responsible government are difficult for very young pupils, but in so far as they can be understood in the elementary schools they should be explained as ideas which have been transplanted to Commonwealth countries all over the world.

This year the Commonwealth Day Booklet draws attention to the Commonwealth nations of Asia. Most of them are very new members of our family. As we study their customs, literature, and arts we come to understand their peoples. A study of their geography reminds us of tropical products and minerals not to be found within our own boundaries. As we help them with their problems we strengthen ourselves as well as the Commonwealth. These are positive ways in which the students in the schools of Ontario may work for world peace.



John P. Robarts,
Minister of Education.

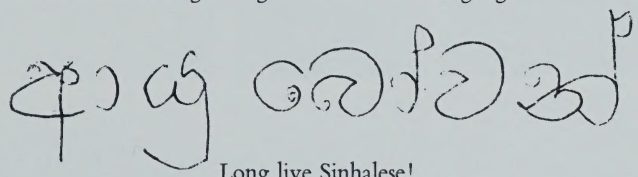
CEYLON

The pictures in this collection have been chosen to interest Ontario students in four Commonwealth countries of Asia. After you have studied them you may wish to read more about life in the four countries. Some pictures show the great changes taking place. Others show the ancient religions and customs. Some will remind you of the work of such international organizations as UNESCO and the Junior Red Cross. Still other pictures tell something of the part that Canada is playing in helping these countries.

You will see from your atlas that the island of Ceylon lies off the southeast coast of India. In an area not as large as New Brunswick Ceylon has a population about half that of Canada. The largest number of people are Sinhalese, but there are also large numbers of Tamils and some Moors. The green and saffron strips on the flag represent the minority races. The Sinhalese worship the Buddha, and you see a picture of Buddhist Sculpture in picture 24. Hindus and Muslims form other religious groups in the country.

Ceylon became independent in 1948 and is one of the new nations of the Commonwealth. Because there is much to do to improve the welfare of its people the government is interested in health and education. The young lady in picture 1 is typical of many who have been trained by the Red Cross for national emergencies. The health kit in picture 2 comes from Canadian Red Cross Juniors.

Over two million children attend school in Ceylon. Young students learn their native language first, usually Sinhalese or Tamil. They must begin their study of English in grade 3. This is the way a student would write a greeting in the Sinhalese language:



Long live Sinhalese!

The Government has welcomed the help of UNESCO, particularly in the teaching of Science, which is a very popular subject. There is a good university in Ceylon. Under the Commonwealth Scholarship Plan students are able to study in other countries. There are Ceylonese students at Canadian universities, and one day, we hope, Canadian students will be studying in Ceylon. You have seen the picture of one student who has been honoured at Oxford University.

With all the problems of a new country, the government is still able to give assistance to artists, musicians, and writers. It encourages folk art, the making of masks, and puppetry.

Ceylon is both new and old. Picture 3 shows the modern harbour at the capital, Colombo. Not far away you would see festivals such as are represented in pictures 6 and 7.

When asked about Ceylon, a few Canadian students might remember the Colombo Plan. (Ask your teacher to explain it if it is new to you.) More of our students would think of tea. Ceylon stands second among the countries which export tea (picture 5). Tea, rubber, and coconuts are the three most valuable products of this Commonwealth country. Use the encyclopaedia to find the uses made of coconuts.

There is a story to be told about the precious stones found in Ceylon. Amethysts, moonstones, sapphires, and rubies came from the island in King Solomon's time. They still do.

Under the Colombo Plan of Technical Assistance a complete survey of the entire island was carried out by air. Canadian scientists and pilots were used in the work, which was part of Canada's contribution to the Colombo Plan.

The government of Ceylon is similar to our own. Queen Elizabeth is Head of State, there is a Senate and a House of Representatives. At present there are several women prominent in government. You have seen the picture of Mrs. S. Bandaranaike, the Prime Minister, who represented Ceylon at the Commonwealth Prime Ministers' Conference in London in March of this year. Mrs. Bandaranaike is the first woman to be prime minister of any country in the world. Our Prime Minister and Mrs. Diefenbaker helped to bring better understanding between our countries when they visited Ceylon in 1958. (Picture 4).

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INDIA

If you have read even a little of the history of India you will realize that her people are as much concerned with ideas as with things. India's heroes are her scholars, poets, philosophers, and religious leaders. Here is a saying known to Hindu students and written in the Hindi language:

गुरु की सेवा भक्ति के समान है ।

Respect of teacher is equal to God's worship.

Some of you will know poetry by Rabindranath Tagore which has appeared in Ontario text-books. A picture of one of India's young writers appears on the second page of this booklet.

No story of modern India can be told without mention of Mahatma Gandhi, who taught his people peaceful methods of gaining independence. Perhaps it is because of these beliefs that India has been an active member of the United Nations and a firm friend of world peace. Mr. Shankar Pillai of New Delhi hopes to encourage world understanding through art. He has an "On the Spot" competition for children (Picture 15) which now attracts entries from young artists all over the world.

Although the country is only one-third as large as Canada, there are 22 people in India for every person living in Canada. Every minute of every day more than seven children are born in India so that the population increases at the rate of five million a year. From this you will see that India's first problem is people. More food must be grown, better homes built, and the people must have work to pay for them. This is known as raising the standard of living.

Help for India has come from the governments of the United Kingdom and several other countries including Russia. The World Bank has made generous loans, the Colombo Plan, UNESCO, and other branches of the United Nations have aided. It is important to realize that all this help is not given as charity, it is a contribution to world prosperity and peace. Picture 8 shows one of the three great steel mills which have been built in the last ten years. Men to operate this plant are being trained in Great Britain. The Food and Agriculture Organization of the United Nations is helping to modernize India's fishing industry. Five thousand fishing boats of Bombay will be equipped with marine engines in the next five years.

So anxious are the people to improve conditions that they sometimes form volunteer workers clubs to work wherever there is need, often without modern equipment. Picture 10 shows one such group building a village road and you can see that they are not using modern road-building equipment. Even students take part, as you will note in picture 13.

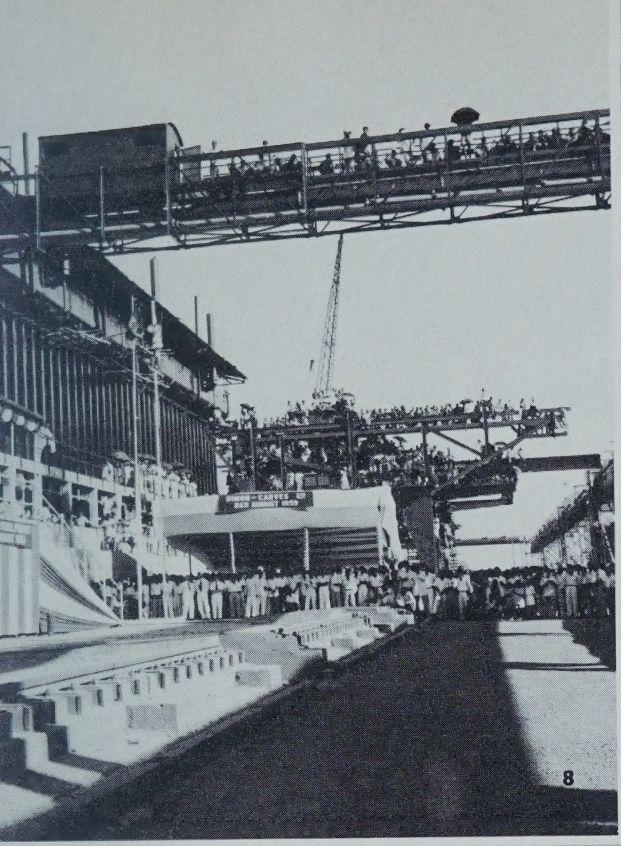
When the population grows as fast as in India, even the supply of water becomes a problem. In Calcutta, one of the great cities of India, water was so scarce that the mains had to be turned off during part of each day. Carts travelled about the city to distribute precious pails of water to those in serious need. (Picture 9).

UNESCO is leading the way in research into several of India's problems. It has a committee on Arid Zone Research which is studying ways to improve soils and conserve water. It is experimenting with the use of the sun and the wind to generate electricity and provide heat. India has plenty of sunshine, and at the Natural Physical Laboratory in New Delhi scientists have built a solar cooker, which can cook vegetables in ten minutes and boil water in less than half an hour.

Like many eastern countries India has fought a battle with malaria and other diseases. The World Health Organization has given medical and scientific help, and you see the rehabilitation training given to crippled children of Bombay in picture 12. Schools have been called upon to help. In picture 11 you see that the lesson is about the mosquito. Why do you suppose this lesson is taught in classrooms throughout India? The one and one-quarter million members of the Indian Junior Red Cross are doing their part. Why would the children you see in picture 14 be parading through a village street with posters?

India is a land of contrasts. Factories are making buses, airplanes and penicillin, yet there is still much to be done in the villages. Tea, cotton, manganese, jute yarns and other products are exported around the world, yet there have been food shortages at home. The University of Calcutta has 100,000 students, yet many people cannot read or write in any of the fourteen official languages.

There is a peaceful revolution going on in India. If it can take place under a democratic government it will be a great victory for India, for the British system of parliamentary rule, and for the Commonwealth family.



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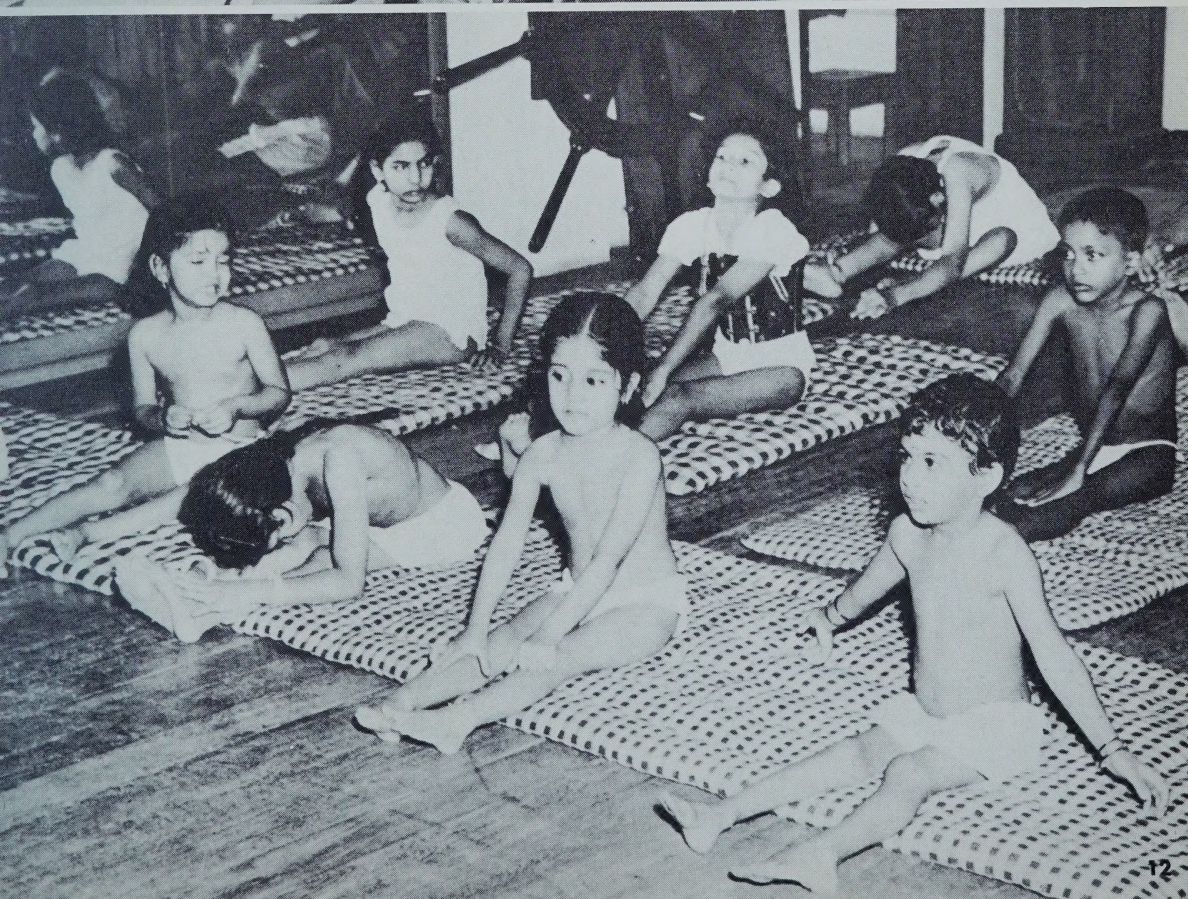

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FEDERATION OF MALAYA

To begin with, use your atlas to locate the Federation of Malaya. You will note that it is a union of eleven states, just as Canada is a union of provinces. People say that Malaya, as we shall call the new country, is in a strategic position. This is because it is at the south-east corner of Asia. It extends along the peninsula to Singapore, but does not include this island. Malaya is half way between India and China; it is also the bridge between the mainland and the island countries of the South China Seas. Air and sea routes between the Orient and the Near East, and between Asia and Australia usually touch Malaya.

The separate states and kingdoms that are now Malaya have a long history. They have known Indian and Chinese traders for two thousand years. In the fifteenth century the Malays, many of whom had been Buddhists, became Muslims and Islam remains the religion of a majority of the Malays today. Picture 20 shows Muslims at worship, and picture 25, a place of worship which is called a mosque. Picture 24 reminds us that there are Chinese in Malaya, and the rubber tapper in picture 33 is a Tamil. When European sailors reached the east in the sixteenth century, it was the Portuguese who claimed Malaya. Then came the Dutch, and finally, in the latter part of the eighteenth century, the British. Three trading settlements developed, Singapore, Malacca, and Penang. Gradually the sultans of the several Malay States came under British control.

Rubber and tin became the important exports during this period, and while the interest of the traders was in commerce, some officials became concerned about the welfare of the people. The British government deserves credit for many improvements in Malaya: a system of law, a police force, a health service, a school system. More and more Malayans were trained to take positions of responsibility.

The Japanese invasion in the Second World War set the country back. Equipment was lost, health services suffered. Equally serious was the harm done to education. The trouble did not end when peace came. The Malayan Communist party caused a state of emergency until 1960. Despite these problems, rubber and tin production increased. By 1959 rubber accounted for 60 percent of all exports, although synthetic or artificial rubber made sales more difficult. Malaya now produces one-third of the world's tin. How would irrigation dams and canals (pictures 32 and 35) increase the rice crop?

Health services improved, with special attention given to controlling malaria, tuberculosis, and leprosy (picture 22). Picture 21 shows an orphans' school which was begun with help from Hong Kong, India, Ceylon, and the Canadian "Save the Children" Fund. You will note from pictures 17, 18, and 19 that several languages are taught in the schools. Here is a greeting in Malay.

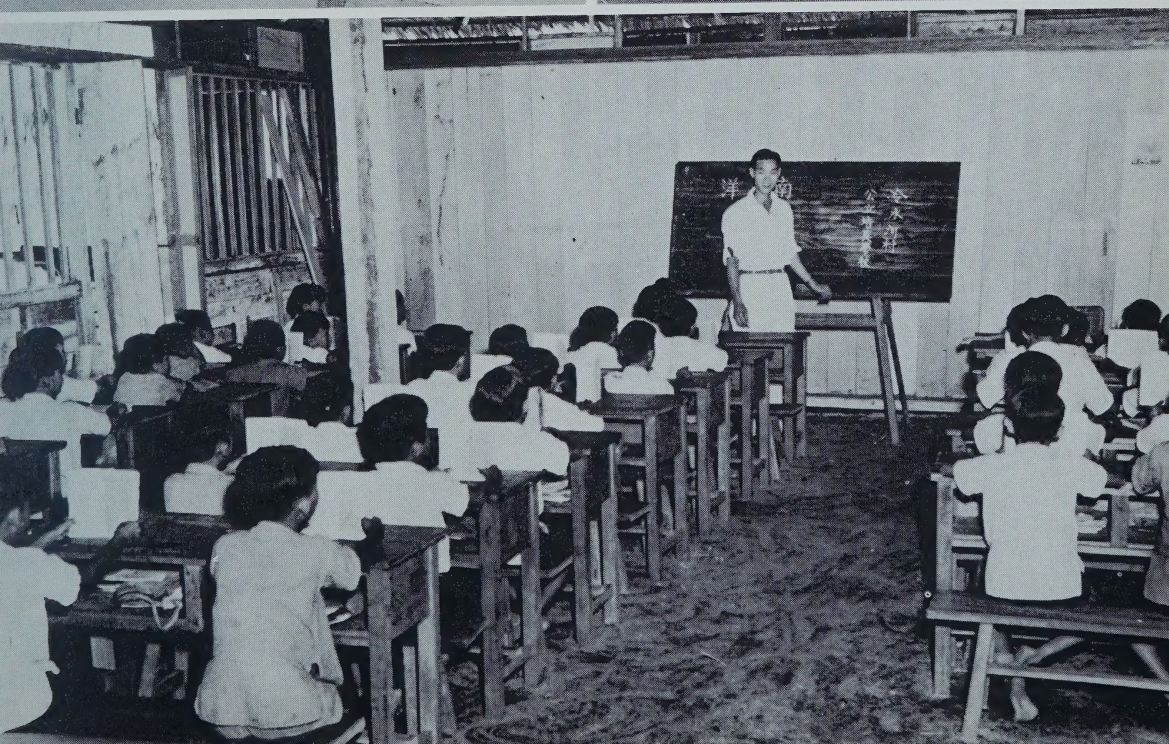
Apa khabar

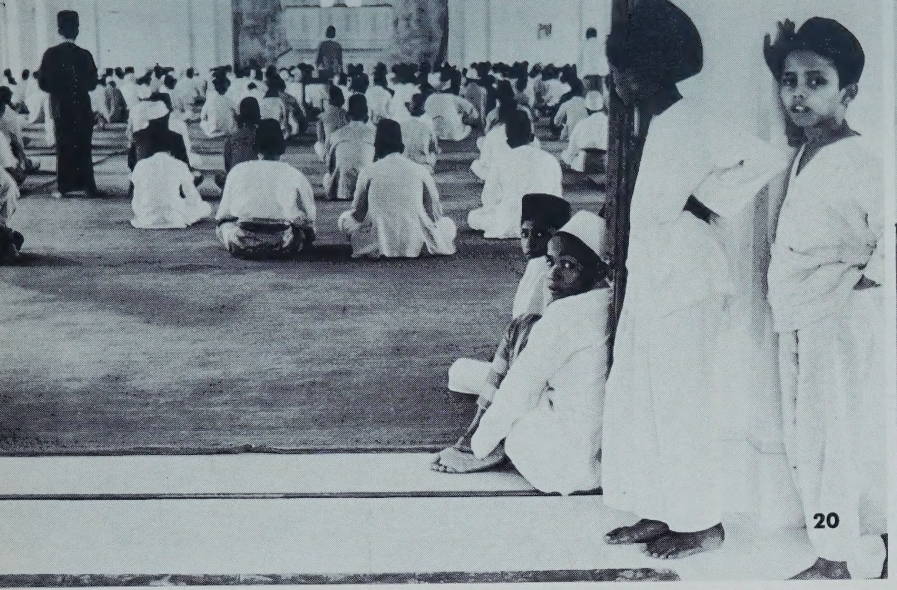
Malay is expected to become the national language.

Since 1948 the Malay states have been moving toward self-government. Even before this, people had learned to elect local officials like our aldermen and councillors. Next, some Malayans became members of the federal cabinet, and so learned more about responsible government. Finally, in 1955 there was a federal election in which the present Prime Minister, Tanku Abdul Rahman took office. Malaya has a Senate, and House of Representatives. The Prime Minister is leader of the party in power. The position which Queen Elizabeth holds in the United Kingdom government is taken in Malaya by the Paramount Ruler, Tuanka Sir Abdul Rahman ibni Al-Marhum Tuanka Muhamad, G.C.M.G. His Highness was elected by the sultans of the states.

The Federation of Malaya gained complete independence in 1957, and immediately became a member of the Commonwealth.

SCHOOL
DIXON





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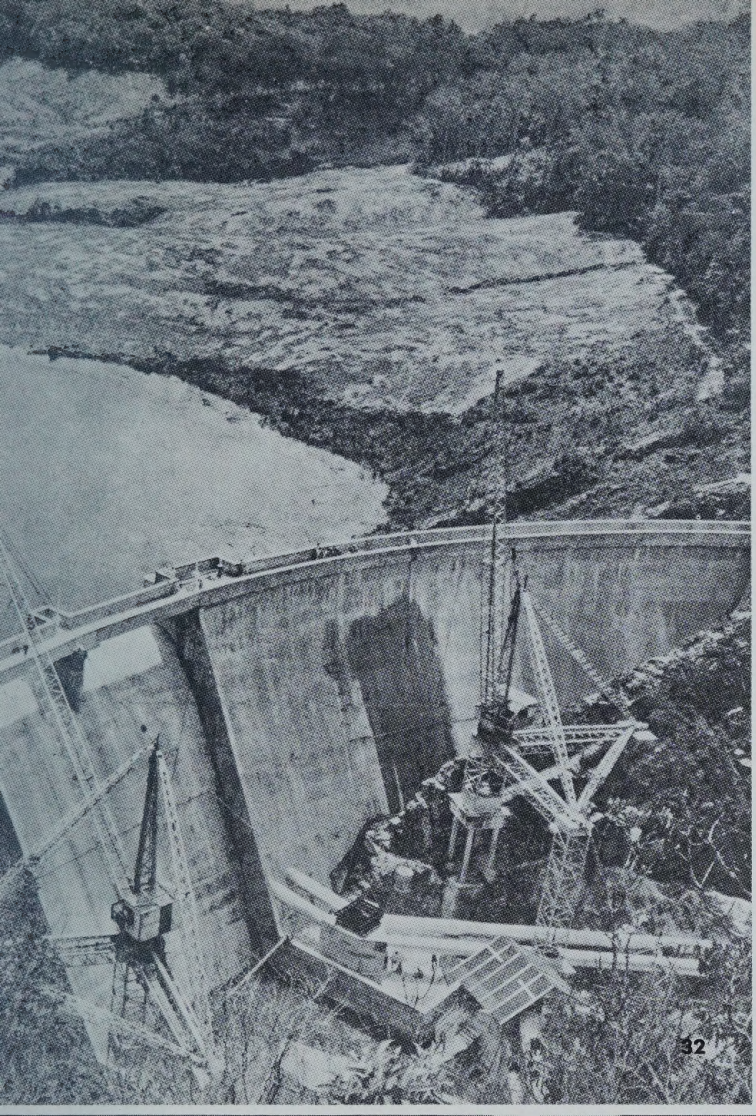

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PAKISTAN

When you locate Pakistan in your atlas, be careful to find its two provinces, East Pakistan and West Pakistan. Note that the two are separated by the territory of India. In the days when the people of British India were striving for independence, the Muslim leader, Mohammed Ali Jinnah demanded that those parts of the country in which most of the people were of the Islamic (Muslim) faith should become a separate country. That is how two separate areas became a single country in 1947.

Some of the difficulties of the new nation arose from the separation from India: interruption of trade, money, supply of raw materials, use of water power and not least, the people who wished to move in or out of Pakistan. One by one these problems are being solved. In picture 37 you see Prime Minister Nehru and President Mohammed Ayub Khan in Karachi after signing an agreement to share the waters of the Indus River.

Pakistan began life as an agricultural country. It produced 70 percent of the world's jute, and much of the world's cotton. The government at once began to encourage the building of factories for manufacturing jute and cotton products. In eight years the production of cotton cloth increased 6 times over, so that today Pakistan's factories produce enough of this material to wrap a bandage 12 yards wide around the equator.

The desire of the new countries is to build factories and provide better living conditions for their people. With the help of the United Kingdom, the Colombo Plan, the World Bank and other authorities, Pakistan has made good progress. Natural gas was discovered in Baluchistan in 1952 and this is being piped to manufacturing centres. Already cement and aluminum ware are being produced in factories using natural gas. At Karachi the World Bank is helping to build a power station which will burn natural gas. Hydro-electric power projects are also under way in both East and West Pakistan. In picture 36 is the Warsak Dam which Queen Elizabeth inspected recently. It is a project in which Canada played a large part. You will have noted that there are several pictures of dams in the booklet. This is because of the great need for irrigation, water supply, and electric power in these countries.

The Warsak Dam will bring electric power to north-west Pakistan. It will also make possible the irrigation of 100,000 acres in the Peshawar plains, land which was formerly of little use. This means that several nomadic tribes in the area (picture 16) will now be able to grow enough food to make the region self supporting. Tribesmen will soon be farmers and factory workers, a dam having changed their way of life. The building of the Warsak Dam has been a happy example of Commonwealth co-operation, with Canadian and Pakistani workers living in harmony, side by side in an isolated region. It is, however, by no means the largest project of its kind. The Thal project will irrigate two million acres of arid land and the Karnafuli project in East Pakistan will open up another million acres and provide 160,000 kilowatts of power. The new industries have made it necessary to improve the harbours of Pakistan. This is being done at Karachi, and at Chittagong in East Pakistan.

Education is highly prized in Pakistan as this schoolboy's motto suggests:

کتاب بہترین دوست ہے —

A book is the best friend.

This is Urdu, one of the two principal languages of Pakistan. You see in pictures 38 and 39 what Pakistani students look like. Note the mouth-organ. There are more modern schools in the country than those shown here, but it is still usual for students to sit on the floor. One Pakistani student said recently, "Education is considered so important that teachers and students would meet in the fields if necessary." The picture of two girls crossing a marshy land on a water main suggests the importance of education and health, even in the villages. (Picture 40).

Because little has been said about them, you must not think that the arts are unimportant in Pakistan. On page 2 you saw pictures by the artist Atiya Hassan and if there were space, there would be much to tell of Muslim writers and musicians.

Because the country is a republic, Queen Elizabeth is not Queen of Pakistan. However Pakistan is a member of the Commonwealth and recognizes the Queen as Head of the Commonwealth. You have seen pictures of Queen Elizabeth's recent visit to India and Pakistan where she came as Head of the Commonwealth. In picture 41 Her Majesty Queen Elizabeth is seen in conversation with the President of Pakistan, Field-Marshal Mohammed Ayub Khan.

This picture appears last in our collection because it reminds us of the Commonwealth in several ways. The Commonwealth is a free association of nations; it includes countries whose Chief of State is the Queen, and others which are republics. Membership is completely voluntary, and any co-operation between members is also voluntary. Finally, this picture suggests that the new Commonwealth nations of the East respect the United Kingdom for its part in the development of their lands.

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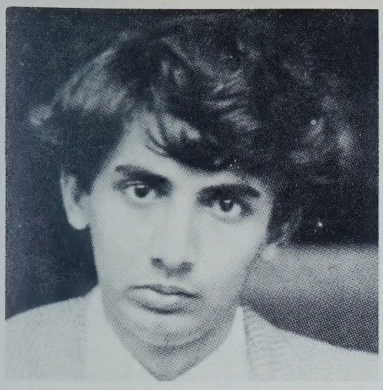
The Queen and the President of Pakistan, Field Marshal Mohammed Ayub Khan,
in conversation at the Presidential Palace on the occasion of Her Majesty's visit to Pakistan, 1961.

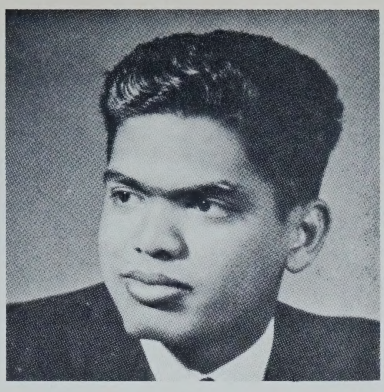
United Press International

Her Majesty Queen Elizabeth II with Prime Ministers and Presidents of the Commonwealth Nations.

From left to right—Alhaji Sir Abubakar Tafawa Balewa, Prime Minister of the Federation of Nigeria; Dr. Kwame Nkrumah, President of Ghana; Mr. John Diefenbaker, Prime Minister of Canada; Dr. Hendrik Verwoerd, Prime Minister of South Africa; Mr. Jawaharlal Nehru, Prime Minister of India; Field-Marshal Ayub Khan, President of Pakistan; Her Majesty Queen Elizabeth II; Sir Roy Welensky, Prime Minister of the Federation of Rhodesia and Nyasaland; Mrs. Sirimavo Bandaranaike, Prime Minister of Ceylon; Mr. Harold Macmillan, Prime Minister of the United Kingdom; Mr. Robert Menzies, Prime Minister of Australia; Archbishop Makarios, President of Cyprus; Mr. Keith Holyoake, Prime Minister of New Zealand; and Tunku Abdul Rahman, Prime Minister of the Federation of Malaya.



Dom Moraes, youngest writer and first Indian to receive the Hawthornden Prize, a British literary award.

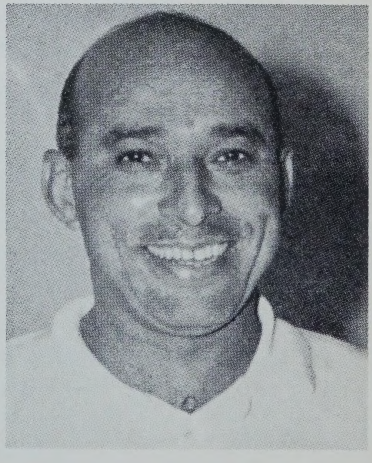


Lalithe Athulathmudali, first student from Ceylon to be President of the Oxford Union, the famous university debating society.

Natalie Blackwell who is seven years of age and lives in Regina, was a prize-winner in the International Children's Art Competition held in India. Natalie's picture is titled "Skipping is Fun".

Two paintings by Atiya Hasan, a Pakistan artist now gaining international fame.

The Duke of Edinburgh at the D. J. Sind Science College, Karachi, Pakistan.



Hashim Khan, one of Pakistan's famous squash-playing family.

CREDIT: *Commonwealth Today* And *A Picture of the Commonwealth.*

The Department of Education is grateful to the officials of the United Kingdom Information Services, Toronto, the United Nations Association, and the Canadian Red Cross for assistance in preparing material for this booklet and for permission to reprint a number of pictures.

1. Red Cross Counsellor, Ceylon	*Canadian Red Cross*
2. Red Cross Junior, Ceylon	*Canadian Red Cross*
3. Colombo Harbour	*U.K. Information Office*
4. Prime Minister Diefenbaker and Mrs. Diefenbaker in Ceylon, 1958	*Embassy of Ceylon*
5. Tea Estate	*Embassy of Ceylon*
6. Devil Dancers	*Miller Services*
7. Festival Drummers	*Embassy of Ceylon*
8. Coke Ovens at Durgapur Steel Works, India, 1959	*U.K. Information Office*
9. Water Shortage in the Great City of Calcutta	*Miller Services*
10. Volunteers Building a Village Road	*UNESCO—Sevaka*
11. Indian Students Study Causes of Malaria	*UNESCO—Paris*
12. Crippled Children's Programme under WHO, Bombay	*UNESCO—Paris*
13. Volunteer Students Going to a Work Project	*UNESCO—Kadam*
14. Indian Students Stage a Health Parade	*Canadian Red Cross*
15. Children's Art Competition New Delhi	*Commonwealth Today*
16. Frontier Tribesmen	*Joe Waldorf*
17. Malay Teacher Writing in Jawi	*U.K. Information Office*
18. Aboriginal School Lessons in Malay	*Miller Services*
19. Chinese School in Bidor, Perak	*U.K. Information Office*
20. Muslim Worshippers	*U.K. Information Office*
21. A "Save the Children" Project in Malaya	*U.K. Information Office*
22. A Malayan Leper Colony	*U.K. Information Office*
23. A Malayan National Dance	*Embassy of Malaya*
24. Buddhist Sculpture	*U.K. Information Office*
25. Malayan Mosque	*U.K. Information Office*
26. Government Buildings at Kuala Lumpur	*U.K. Information Office*
27. New Government Building in Malaya	*Embassy of Malaya*
28. Palm Oil Industry	*U.K. Information Office*
29. A Cottage Weaver	*Embassy of Malaya*
30. Fishing off the East Coast of Malaya	*U.K. Information Office*
31. Coconuts at a De-husking Area	*U.K. Information Office*
32. Klang Gates Dam	*"Progress", Malaya*
33. A Rubber Tapper at Work	*U.K. Information Office*
34. Rice Mill in Malaya	*U.K. Information Office*
35. New Irrigation Canal	*U.K. Information Office*
36. Warsak Dam, Pakistan Frontier	*Joe Waldorf*
37. Prime Minister of India and President of Pakistan Sign Indus Waters Agreement	*U.K. Information Office*
38. Government School in Lyari	*United Nations*
39. Pakistan's Pioneer School	*Miller Services*
40. Girls on Way to School	*UNESCO*
41. Her Majesty Queen Elizabeth and the President of Pakistan	*Fox*

BIBLIOGRAPHY

Among many publications teachers may find useful for lessons about the Commonwealth countries the following will provide essential background:

What Is the Commonwealth? (United Kingdom Information Services—Canada)

Schools and the Commonwealth (Ministry of Education Pamphlet No. 40, H.M. Stationery Office)

Canada and the Colombo Plan (Nathan Keyfitz; Canadian Institute of International Affairs).

Dialogue 1960: Asia and the West (Canadian National Commission for UNESCO, Ottawa)

Economic Development in the Commonwealth (Central Office of Information, London)

Constitutional Development in the Commonwealth (Central Office of Information, London)

East and West: Toward Mutual Understanding (Georges Fradier; UNESCO)